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ABSTRACT

The interweaving of personal and community health with world health are referred to in this prototype curriculum, to show students in grades 7-9 that health problems of individual nations are health problems of the world. Specific curriculum content studies: (1) factors influencing world health (population, culture, family structure, economic level), (2) world health education, (3) major world health problems (disease control, nutritional problems, mental health), and (4) international programs and agencies (International Office of Public Health, Pan American Health Organization, UNESCO, WHO). Appended material includes bibliographies of multimedia resources for teachers and students. This publication is one in a series of health curriculum materials devoted to environmental and community health (Strand IV). Four other strands deal with physical and mental health, sociological health problems, and education for survival. The format consists of four columns intended to provide teachers with: (1) a basic content outline, (2) major understandings and fundamental concepts, (3) teaching aids and learning activities, and (4) information about resource materials, sources, and personnel. Because of the comprehensive nature of the total curriculum, teachers are advised to become familiar with all strands presently in print. Related documents in Strand IV are ED 037 738-9, ED 049 477-8, and SE 016 280-6. (BI)

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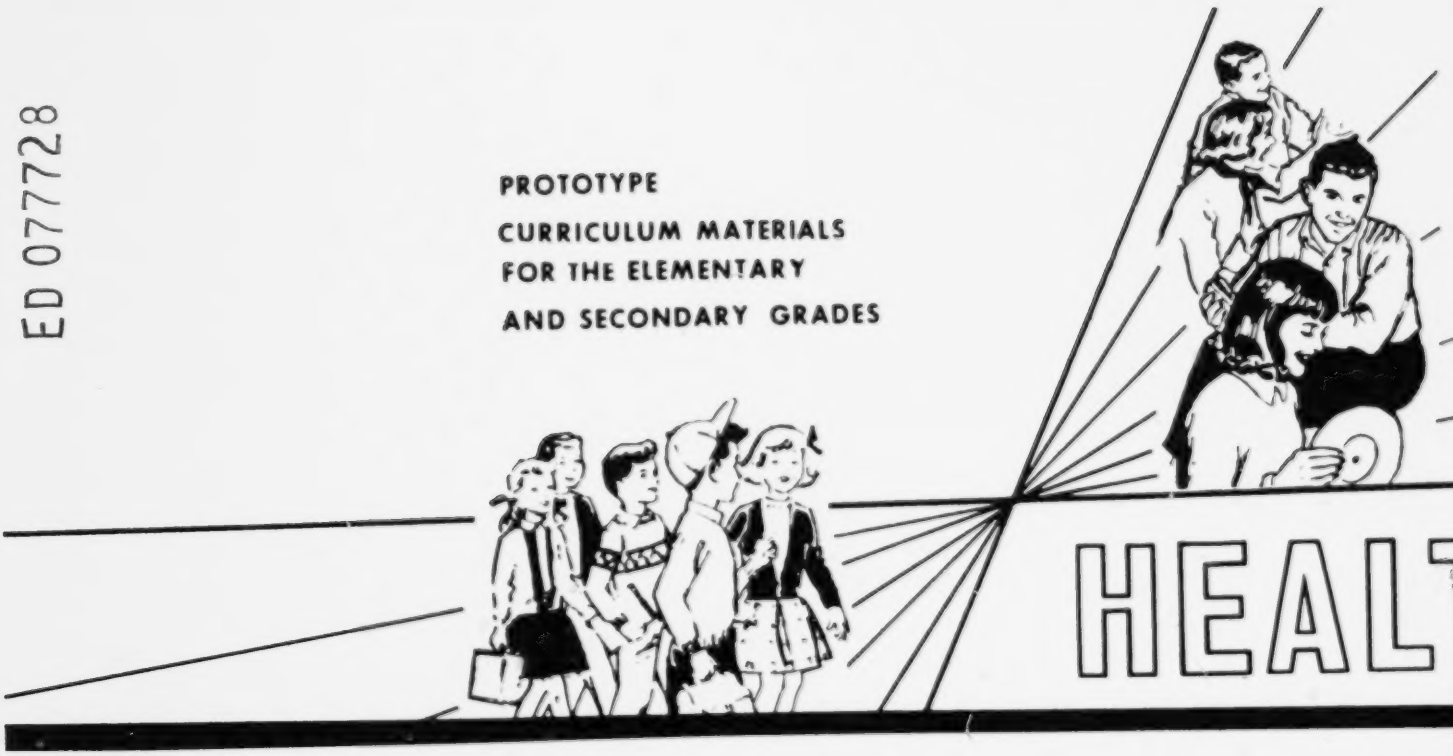
PROTOTYPE
CURRICULUM MATERIALS
FOR THE ELEMENTARY
AND SECONDARY GRADES



STRAND IV ENVIRONMENTA AND COMMUNITY HEALTH

World Health for Grades 7, 8, and 9

Special edition for evaluation and discussion

THE UNIVERSITY OF THE STATE OF NEW YORK / THE STATE EDUCATION DEPARTMENT
BUREAU OF SECONDARY CURRICULUM DEVELOPMENT / ALBANY, NEW YORK 12224 / 197

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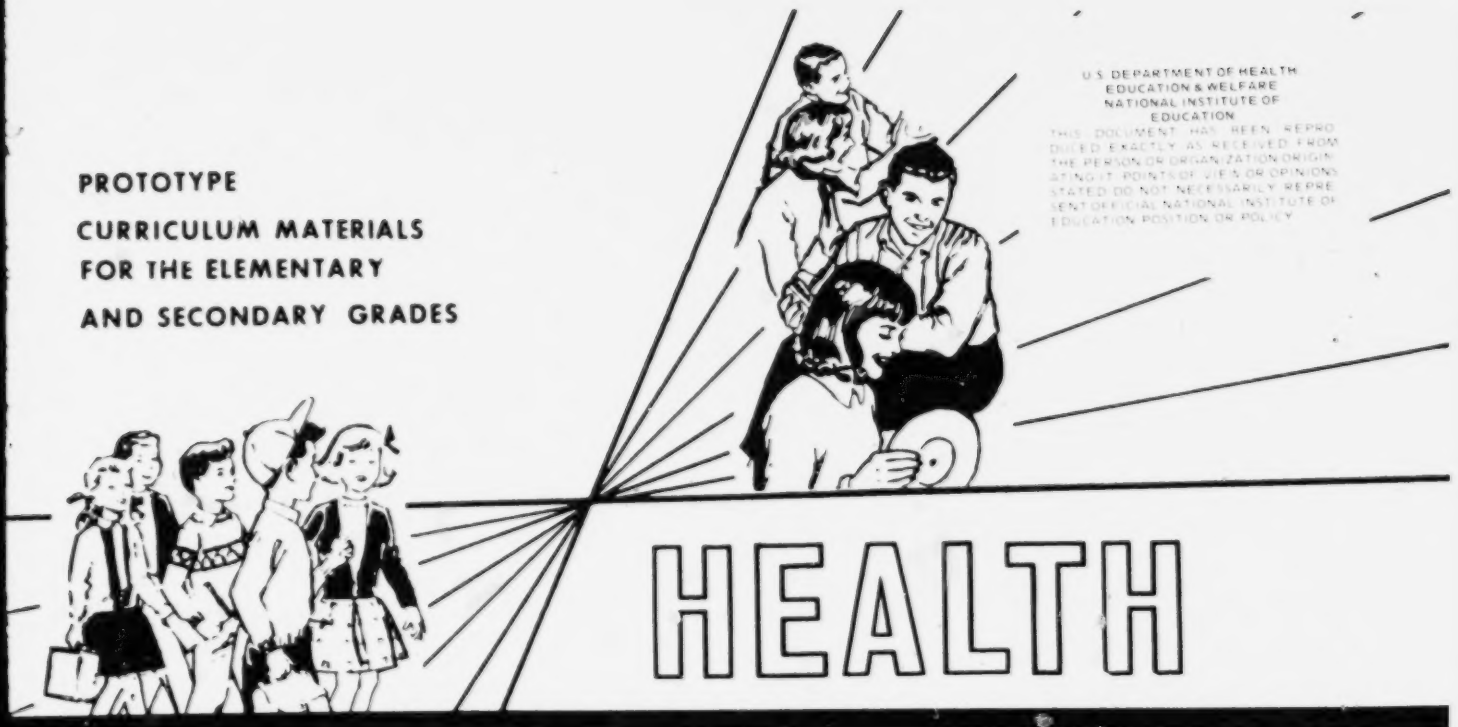

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HEALTH CURRICULUM MATERIALS
Grades 7, 8, 9

STRAND IV — ENVIRONMENTAL AND COMMUNITY HEALTH
WORLD HEALTH

The University of the State of New York/The State Education Department
Bureau of Secondary Curriculum Development/Albany 12224
1970

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FOREWORD

This publication contains curriculum suggestions for teaching Strand IV - Environmental and Community Health, World Health, for grades 7, 8, and 9.

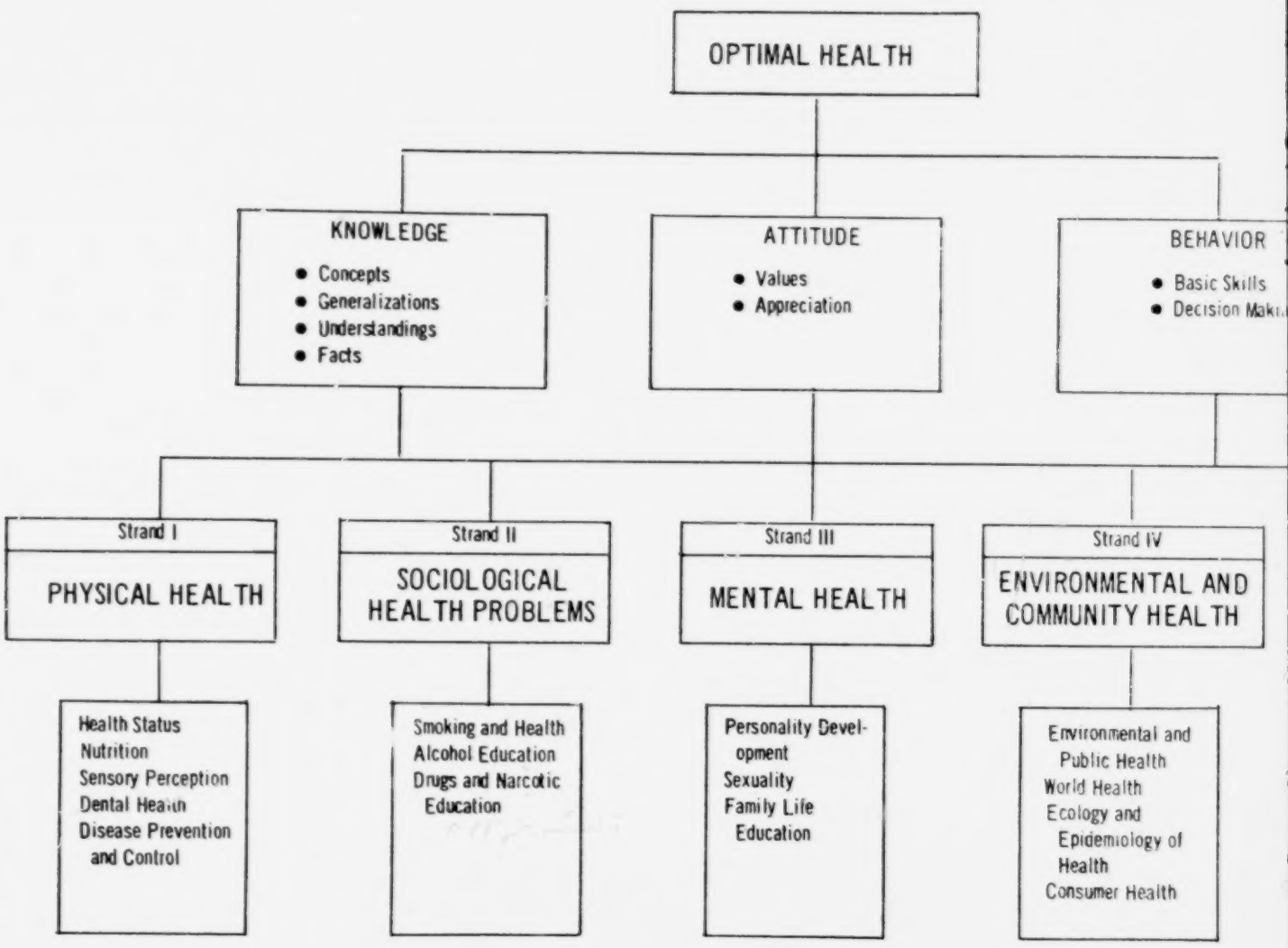
The publication format of four columns is intended to provide teachers with a basic content outline in the first column; a listing of the major understandings and fundamental concepts which children may achieve, in the second column; and information specifically designed for classroom teaching which should provide them with resource materials, teaching aids, and supplementary information, in the third and fourth columns. The comprehensive nature of the health program makes it imperative that teachers gain familiarity with all of the strands presently in print. In this way, important teaching-learning experiences may be developed by cross referring from one strand to another.

It is recommended that the health coordinator in each school system review these materials carefully and consult with teachers, administrators, and leaders of interested parent groups in order to determine the most appropriate manner in which to utilize this strand as an integral part of a locally adapted, broad and comprehensive program in health education.

The curriculum materials presented here are in tentative form and are subject to modification in content and sequence. Critiques of the format, content, and sequence are welcomed.

Gordon E. Van Hooft
Chief, Bureau of Secondary Curriculum Development

William E. Young
Director, Curriculum Development Center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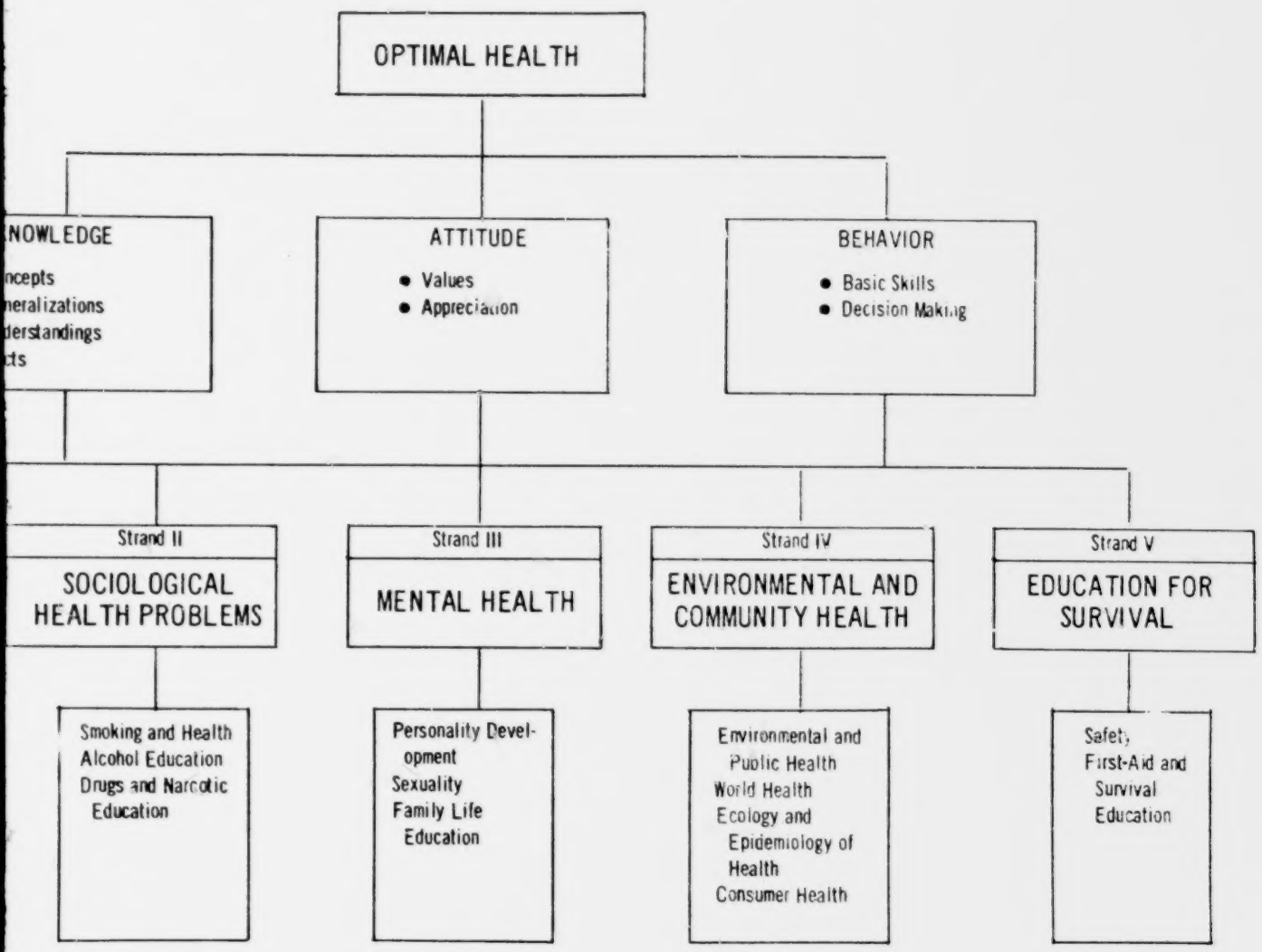
• Generalizations
• Understandings
• Facts
ATTITUDE
• Values
• Appreciation
BEHAVIOR
• Basic Skills
• Decision Maki
Strand I
PHYSICAL HEALTH
Strand II
SOCIOLOGICAL HEALTH PROBLEMS
Strand III
MENTAL HEALTH
Strand IV
ENVIRONMENTAL AND COMMUNITY HEALTH
Health Status
Nutrition
Sensory Perception
Dental Health
Disease Prevention and Control
Smoking and Health
Alcohol Education
Drugs and Narcotic Education
Personality Development
Sexuality
Family Life Education
Environmental and Public Health
World Health
Ecology and Epidemiology of Health
Consumer Health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Smoking and Health
Alcohol Education
Drugs and Narcotic Education
Strand III
MENTAL HEALTH
Personality Development
Sexuality
Family Life Education
Strand IV
ENVIRONMENTAL AND COMMUNITY HEALTH
Environmental and Public Health
World Health
Ecology and Epidemiology of Health
Consumer Health
Strand V
EDUCATION FOR SURVIVAL
Safety, First-Aid and Survival Education

OVERVIEW

Worldwide health problems are becoming increasingly more complex with increases in population, people living in closer relationships, and many people traveling more extensively.

Health problems of individual nations are health problems of the world. Although these problems may vary somewhat between the developed and developing nations, the concerns of any nation are no longer limited to the boundaries of the nation directly involved. Personal health and community health are interwoven with world health.

Solutions to these global health problems will result from increased:

- awareness of each individual of the nature and extent of these health problems, and his participation in their solutions
- international understanding, cooperation, and commitment to solving these health concerns
- research efforts into the cause, prevention, control, and correction of poor health

In view of the complexity of these global health concerns, frequent reference must be made to the other strands which are closely related to these areas. That is, the teacher should refer to the strands dealing with disease prevention and control, and world health problems for grades 4-6 and 10-12.

OUTCOMES

Students in grades 7, 8, and 9 should:

- understand and appreciate the nature and extent of world health problems
- know that the health status of a nation is related to its economic and education level
- appreciate the complexities involved in the research related to health problems on a global basis
- appreciate the influence of culture on the nature and extent of international health problems
- understand that world health status is being improved through international organization, cooperation, and programs

CONTENTS

Page

Foreword iii

Overview v

Outcomes v

I. Understanding World Health 1
A. Factors influencing world health 1
1. Populations 2
2. Cultural influences 2
3. Family structure 3
4. Economic level 4
B. World health education 5
C. Major world health problems 6
1. Disease control 6
2. Nutritional problems 11
3. Mental health 14

II. International Programs and Agencies 17
A. International Office of Public Health 18
B. Pan American Health Organization 18
C. Health Organizations of the League of Nations 19
D. The United Nations Educational, Scientific and Cultural Organization (UNESCO) 19
E. World Health Organization (WHO) 19

Multimedia Resources 21

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPP
I. Understanding World Health	The kinds of health problems found in various parts of the world may be influenced by the following factors: . cultural variations . economic differences . key occupations . geography . ecological balance . technological development and trends	Invite a foreign exchange student from one of the developing countries of the world to talk with the class. Have a question and answer period so that students may learn more about cultural and social differences. Individual students in the class may wish to correspond with a pen-pal. A list of organizations supplying names of pen-pals can be obtained from the U.S. Committee for UNICEF, United Nations, New York. Assign committees of students to research the work done by UNICEF in various parts of the world. Cultural and economic aspects should be included in their reports.	The pi disease world. however in the groups: 1. info 2. dege 3. nutr 4. ment Unders will he problem health the wor will va country dependi factors these g
A. Factors influencing world health	A health problem exists in any country whenever people are not functioning to their fullest.	Have individual students write to delegates of countries in the WHO or its six regional offices to secure information on the many factors which might affect their country's health status.	

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
The kinds of health problems found in various parts of the world may be influenced by the following factors: . cultural variations . economic differences . key occupations . geography . ecological balance . technological development and trends	Invite a foreign exchange student from one of the developing countries of the world to talk with the class. Have a question and answer period so that students may learn more about cultural and social differences. Individual students in the class may wish to correspond with a pen-pal. A list of organizations supplying names of pen-pals can be obtained from the U.S. Committee for UNICEF, United Nations, New York. Assign committees of students to research the work done by UNICEF in various parts of the world. Cultural and economic aspects should be included in their reports.	The picture of health and disease varies throughout the world. The diseases of man, however, may be examined within the scope of four main groups: 1. infectious 2. degenerative 3. nutritional 4. mental disorders Understanding these conditions will help a person realize the problems which face public health officials throughout the world. Health problems will vary from country to country and region to region depending on the ecological factors which influence man in these geographic areas.
A health problem exists in any country whenever people are not functioning to their fullest.	Have individual students write to delegates of countries in the WHO or its six regional offices to secure information on the many factors which might affect their country's health status.	

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	S
		Have the class decide how they might most effectively analyze these data and make comparisons to gain an understanding of world health problems.	
1. Populations	The World Health Organization gives technical advice on request to governments relative to population growth control.	Invite a Peace Corps volunteer who has worked with people in over-populated countries to discuss the influence of many people on the level of health. . What other factors in countries can affect health status? . What kinds of programs did the countries have in operation?	The betwe 17th Begi 17th made morta commu took years redou popul less The u the w 75 pe popul highe incre
2. Cultural influences	For health programs to be successful, the following minimum conditions must be present: . The people of the country must participate in all phases of the program	Have class discussions based on the following questions: . How can people living in the rural areas of developing countries be influenced to use safer water sources?	Super are d manif socie progr initi with to be

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
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The World Health Organization gives technical advice on request to governments relative to population growth control.	Invite a Peace Corps volunteer who has worked with people in over-populated countries to discuss the influence of many people on the level of health. . What other factors in countries can affect health status? . What kinds of programs did the countries have in operation?	The world population doubled between the 1st and the mid-17th century. Beginning in the middle of the 17th century great strides were made in the reduction of high mortality rates due to communicable diseases. It took approximately another 200 years for the population to redouble and subsequently the population doubled again in less than 100 years. The underdeveloped areas of the world have approximately 75 percent of the world's population and also have the highest rates of population increase.
For health programs to be successful, the following minimum conditions must be present: . The people of the country must participate in all phases of the program	Have class discussions based on the following questions: . How can people living in the rural areas of developing countries be influenced to use safer water sources?	Superstitions and habits which are dangerous to health may manifest themselves in any society. However, any health program which is to be initiated will have to cope with the superstitions in order to be successfully implemented.

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEM
	. Programs must meet immediate needs, as well as critical needs.	. How can health workers overcome the resistance of people to modern medicine? . How can the people be influenced to change unsatisfactory village sites to ones more favorable from a health standpoint. Have students do some library research on the differing cultures of the world and the kinds of health concerns which exist. (See the references at the end of this outline.)	Many custo retained workers i to health In some c and taboo of such f and meat, contribute This is f by the mo edge of t should gi As contact world ope customs a help impr health st
3. Family structure	Studies indicate that family stability is adversely affected by industrialization. Family structure and the role of individual members: . may vary from one culture to another . affect the total social structure . influence the health status of the total society.	Compare the family structures of: . Underdeveloped nations (select several different cultures) . Developing nations . Advanced nations - How is health status influenced? - What are the major kinds of health problems present? See Strand III relative to family structure and roles in American families.	Urbanizati structure, standards, often und strains. and duties to disinte becomes "u See Strand Grades 7, The new f rural sett probably close pro another r

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
. Programs must meet immediate needs, as well as critical needs.	. How can health workers overcome the resistance of people to modern medicine? . How can the people be influenced to change unsatisfactory village sites to ones more favorable from a health standpoint. Have students do some library research on the differing cultures of the world and the kinds of health concerns which exist. (See the references at the end of this outline.)	Many customs need to be retained and used by health workers in finding solutions to health problems. In some countries superstitions and taboos that forbid the use of such foods as milk, eggs, and meat, for example, contribute to malnutrition. This is frequently compounded by the mother's lack of knowledge of the kind of foods she should give her children. As contacts with the outside world open up, some changes in customs and improved education help improve the general health status of the people.
Studies indicate that family stability is adversely affected by industrialization. Family structure and the role of individual members: . may vary from one culture to another . affect the total social structure . influence the health status of the total society.	Compare the family structures of: . Underdeveloped nations (select several different cultures) . Developing nations . Advanced nations - How is health status influenced? - What are the major kinds of health problems present? See Strand III relative to family structure and roles in American families.	Urbanization affects family structure, and personal standards, and conduct. These often undergo severe social strains. The defined rights and duties of the family tend to disintegrate as the family becomes "urbanized." See Strand III, Mental Health, Grades 7, 8, 9 (Introduction). The new family coming from a rural setting to the city will probably find itself; (1) in close proximity to people of another race or culture, and

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUP
			(2) li new se result the fe wanted their migran unable surrou overcr inadeq
	The behavior of older family members influences the behavior of younger members. If these behavior patterns are based on superstitions, they may delay or hinder the progress of world health programs in developing countries.	Write to the regional office of the World Health Organization for Africa to secure the publication "The World Health Organization in Africa." Assign committees of students to research the family structure in varied cultures. Have them report their findings.	In som delinq become factor In Afri other a lesse women. changi than i develo
4. Economic level	The economic level of a nation affects the: . standard of living . health status . health services available . technological progress	Have members of the class determine the following facts: . world life expectancy . life expectancy in developed and underdeveloped nations . average incomes of the above . extent of disease and disability . extent and kinds of health services available.	In Indi survey over 1 availa Calcutt In Calc income rupees of unem found i Barods. Secunde a year.
a. Technology	The process of industrialization in less developed countries will greatly alter the economic, social, health, and cultural life in these countries.		

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		(2) living under an entirely new set of conditions. The result of both of these may be the feeling of not being wanted. Usually, because of their economic status, the migrants to the city will be unable to afford healthy surroundings, and will live in overcrowded conditions and inadequate dwellings.
The behavior of older family members influences the behavior of younger members. If these behavior patterns are based on superstitions, they may delay or hinder the progress of world health programs in developing countries.	Write to the regional office of the World Health Organization for Africa to secure the publication "The World Health Organization in Africa." Assign committees of students to research the family structure in varied cultures. Have them report their findings.	In some African towns juvenile delinquency frequently has become an increasingly serious factor affecting family life. In Africa, as well as many other underdeveloped nations, a lesser position is given to women. Society in Africa is changing more rapidly perhaps than in any other group of developing nations.
The economic level of a nation affects the: . standard of living . health status . health services available . technological progress The process of industrialization in less developed countries will greatly alter the economic, social, health, and cultural life in these countries.	Have members of the class determine the following facts: . world life expectancy . life expectancy in developed and underdeveloped nations . average incomes of the above . extent of disease and disability . extent and kinds of health services available.	In India, where an employment survey was conducted in 1958, over 10 percent of the available labor force in Calcutta was unemployed. In Calcutta the per capita income was approximately 560 rupees per year. High rates of unemployment were also found in Koona, Hyderabad and Barods. In Hyderabad-Secunderabad it was 320 rupees a year. In Delhi, perhaps the

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		(The World Health Organization has most of these data.) Have them report to the class and discuss the implications of these facts. What other health factors are reflected in the economic level of a nation?	most adv cities, year. I capita i 100 rupe equalled dollar.)
b. Employment	The poverty cycle: Unemployment leads to poverty. This in turn can lead to increased incidence of disease which precipitates unemployment. Thus, the health status of the nation worsens.	The U.S. Committee for UNICEF has published several books which will help explain the economic and cultural background of many countries.	Accordin Organiza doctors, and trai of all k greatest improvem
B. World health education	An essential precondition for the success of a health program is the active support of the people for whom it is intended.		Two thir populati ing coun percent children lack of care, an to disea Most of countrie age of t
	Health education, geared to children and their parents, helps them to understand, accept, and take advantage of a health program.	Have students discuss what they learn about health in school, from mass media, at home, and from other sources.	
	Programs for training health personnel are essential in the undeveloped regions of the world.	. How much of this information is accurate? How much inaccurate?	
		. Study some of the literature from the World Health Organization	

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
	(The World Health Organization has most of these data.) Have them report to the class and discuss the implications of these facts. What other health factors are reflected in the economic level of a nation?	most advanced of the Indian cities, it was 700 rupees per year. In many cities this per capita income dropped below 100 rupees. (4.74 rupees equalled one United States dollar.)
The poverty cycle: Unemployment leads to poverty. This in turn can lead to increased incidence of disease which precipitates unemployment. Thus, the health status of the nation worsens.	The U.S. Committee for UNICEF has published several books which will help explain the economic and cultural background of many countries.	According to the World Health Organization, a lack of doctors, nurses, sanitarians, and trained health personnel of all kinds constitutes the greatest single obstacle to improvement of world health.
An essential precondition for the success of a health program is the active support of the people for whom it is intended.		Two thirds of the world's population live in the developing countries. Less than 60 percent of the school age children attend school. The lack of proper education, child care, and feeding contribute to disease in these countries. Most of the developing countries have an acute shortage of teachers and schools.
Health education, geared to children and their parents, helps them to understand, accept, and take advantage of a health program.	Have students discuss what they learn about health in school, from mass media, at home, and from other sources.	
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		regarding the education of children in other lands. What type of health information do they learn?	
C. Major world health problems			
1. Disease control	A communicable disease is one which is transmissible from person to person, caused by a microorganism, is infectious, and may be contracted by either direct or indirect contact with an infected person.	As a class project, have pupils make (or purchase) a large flat map of the world. Cover with acetate. Using a color code, mark on the map the locations of the major health problems of the world.	The us penici insect result declin affect of pe
	See Strand I, Disease Prevention and Control.	. What kinds of countries are generally included? What are their economic, cultural, and educational levels?	In the such a noncom consti health includ vascul diabet
	Communicable diseases may be spread throughout the world in a matter of hours because of the increased numbers of people traveling, and because of the more rapid means of transportation.	. What are the causes of those most frequently listed?	The Wo is enc of mas and th tests condit more e Howeve world contin nicabl
	Well organized and coordinated disease prevention and control programs are essential in order to improve health conditions and to implement education programs.	. What kinds of prevention programs are being implemented?	
		Have class discussion based upon the following question: "What do the increasing death rates for heart disease and other degenerative diseases indicate about the health of the American population?"	

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A communicable disease is one which is transmissible from person to person, caused by a microorganism, is infectious, and may be contracted by either direct or indirect contact with an infected person.	As a class project, have pupils make (or purchase) a large flat map of the world. Cover with acetate. Using a color code, mark on the map the locations of the major health problems of the world.	The use of antibiotics such as penicillin and the use of insecticides such as DDT have resulted in a spectacular decline of many diseases that affected hundreds of millions of people only 10 years ago.
See Strand I, Disease Prevention and Control.	. What kinds of countries are generally included? What are their economic, cultural, and educational levels?	In the more advanced nations, such as the United States, the noncommunicable diseases constitute the more serious health problems. These would include such things as cardiovascular diseases, cancer, and diabetes.
Communicable diseases may be spread throughout the world in a matter of hours because of the increased numbers of people traveling, and because of the more rapid means of transportation.	. What are the causes of those most frequently listed?	The World Health Organization is encouraging implementation of mass information campaigns and the use of a variety of tests to discover disease conditions early, promoting more effective treatment. However, the mobility of the world society today, and the continued presence of communicable disease make it
Well organized and coordinated disease prevention and control programs are essential in order to improve health conditions and to implement education programs.	. What kinds of prevention programs are being implemented?	
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OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPL
	Technologically advanced nations of the world need to cooperate with the developing nations in: . disease prevention programs which include immunization . eradication programs---insects, polluted water, and general sanitation	Show the WHO's movie "Counter Attack." Discuss the kinds and locations of health problems as related to the class map above. Assign members of the class, either individually or in committees, to read a book which describes the health conditions in other countries. Have a round table discussion of the contents of these books. Make comparisons regarding the health of people in the countries described. . How do conditions compare with those in the United States? . How might the conditions have changed since the book was written? (Suggestion: Dr. Tom Dooley's books.)	impossib advanced indiffer conditio On the c are in a economic control these di recurren nations. For inst City was epidemic ease whi in Ameri time of break, i only one in New Y adequate vaccinat and in a million thus ave
	There are many diseases which are potentially epidemic that need to be constantly controlled. Occasionally an epidemic disease becomes pandemic.	Have students distinguish among pandemic, epidemic, and endemic diseases. Have class do some library research on the "Great Influenza Epidemics."	In recen demonstr of world clearly Influenz has reac pandemic years.

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
Technologically advanced nations of the world need to cooperate with the developing nations in: . disease prevention programs which include immunization . eradication programs---insects, polluted water, and general sanitation	Show the WHO's movie "Counter Attack." Discuss the kinds and locations of health problems as related to the class map above. Assign members of the class, either individually or in committees, to read a book which describes the health conditions in other countries. Have a round table discussion of the contents of these books. Make comparisons regarding the health of people in the countries described. . How do conditions compare with those in the United States? . How might the conditions have changed since the book was written? (Suggestion: Dr. Tom Dooley's books.)	impossible for even the most advanced nations to be indifferent to the health conditions of their neighbors. On the contrary, these nations are in a technological and economic position to help control the further spread of these diseases and to prevent recurrence in the underdeveloped nations. For instance, in 1947, New York City was threatened by an epidemic of smallpox, a disease which had not occurred in America for years. At the time of this threatened outbreak, it was estimated that only one person in every four in New York City had been adequately immunized. Mass vaccination was set in motion and in a period of 28 days, 6 million persons were vaccinated, thus averting the epidemic.
There are many diseases which are potentially epidemic that need to be constantly controlled. Occasionally an epidemic disease becomes pandemic.	Have students distinguish among pandemic, epidemic, and endemic diseases. Have class do some library research on the "Great Influenza Epidemics."	In recent times nothing has demonstrated the potentiality of worldwide epidemics more clearly then influenza attacks. Influenza is a disease which has reached epidemic and pandemic proportions in recent years.

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SU
	Some diseases are endemic to various regions of the world. Definitions: Epidemic is an unusual number of cases of a disease. Pandemic is an unusual number of cases of a disease over a large geographic area. Endemic refers to a disease that is constantly present to a greater or lesser extent in a particular area or region.	. Discuss the epidemiological nature of these. . How were the epidemics begun? How were they spread? . What are some similarities between the epidemics? . How were they eventually brought under control? Have the class develop a large diorama showing how a disease epidemic may spread rapidly to become pandemic. (The historic epidemic of the bubonic plague may be used as an example. Much has been written about it. It continues to interest epidemiologists.) Include how international controls and programs can stop such an epidemic. Also indicate why these controls may fail. Show and discuss the film "The Mosquito" or "Mosquito and its Control."	In 19 went t less d loss o worldw Hong K demons of a w lack o exist. influe ingred of an vaccin Malari transm person femal Contro effect mosqui

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
Some diseases are endemic to various regions of the world. Definitions: Epidemic is an unusual number of cases of a disease. Pandemic is an unusual number of cases of a disease over a large geographic area. Endemic refers to a disease that is constantly present to a greater or lesser extent in a particular area or region.	. Discuss the epidemiological nature of these. . How were the epidemics begun? How were they spread? . What are some similarities between the epidemics? . How were they eventually brought under control? Have the class develop a large diorama showing how a disease epidemic may spread rapidly to become pandemic. (The historic epidemic of the bubonic plague may be used as an example. Much has been written about it. It continues to interest epidemiologists.) Include how international controls and programs can stop such an epidemic. Also indicate why these controls may fail. Show and discuss the film "The Mosquito" or "Mosquito and its Control."	In 1957, the Asian influenza went through the world but was less destructive in terms of loss of life. In 1968, the worldwide outbreak of so-called Hong Kong flu once again demonstrated the possibility of a worldwide epidemic when lack of sufficient controls exist. In the case of influenza, the major missing ingredient in the prevention of an epidemic was an effective vaccine. Malaria is a disease which is transmitted from person to person by the bite of the female Anopheles mosquito. Control is dependent upon the effective control of the mosquito vector.

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLE
	Most of the major diseases of the world can be: . prevented by immunization . controlled with drugs . treated with drugs . eradicated by breaking the communicability chain	Have a committee of four or five class members write to the WHO for information on their malaria eradication program. Have these students report to the class on the highlights of the program. . What kind of success has the program had? What is expected in the near future? . Why is the program more successful in some parts of the world then in others? What is the communicability chain? It should be of value for students to begin to collect and catalogue printed material received from the WHO and other sources. Begin a learning resource center so that students may use these materials in independent study and research. Have some students go to the library to see what references are available. Make a reference list for student use.	The World establish tion prog in 1948. functioni then. There are cable dis mentioned and small descripti . Yaws is cable d crippli symptom syphili is also It freq childre

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS

Most of the major diseases of the world can be:

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SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES

Have a committee of four or five class members write to the WHO for information on their malaria eradication program. Have these students report to the class on the highlights of the program.

- What kind of success has the program had? What is expected in the near future?
- Why is the program more successful in some parts of the world then in others? What is the communicability chain?

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SUPPLEMENTARY INFORMATION FOR TEACHERS

The World Health Organization established its malaria eradication program with top priority in 1948. This program has been functioning effectively since then.

There are three other communicable diseases which should be mentioned: yaws, bilharziasis and smallpox. A brief summary description of each follows.

- Yaws is a disabling communicable disease which may cause crippling or blindness. Its symptoms are similar to syphilis, and the disease is also caused by a spirochete. It frequently attacks children.

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUP
		Have the class list diseases which are major health problems in the world. . Why are they major health problems? . Which are more prevalent in children? Adults? . What kind of controls are being used? . For which ones do we have immunizations? . Which ones are problems in the U.S.? Why?	
		Have class collect pictures of countries where bilharziasis is most prevalent, and discuss their agricultural conditions. . What is the main source of food? . How do farmers plant and harvest crops? . What part do waterways play in the spread and contact of the disease?	. Bilh caus spen in a This debi Prev way cycl . Smal heal of t be p the
		Show and discuss an appropriate film. Suggestion: "Killer at Large." Although this movie is a little old, it does illustrate the problems related	

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	Have class collect pictures of countries where bilharziasis is most prevalent, and discuss their agricultural conditions. . What is the main source of food? . How do farmers plant and harvest crops? . What part do waterways play in the spread and contact of the disease?	. Bilharziasis is a disease caused by a small worm that spends part of its life cycle in a snail and part in man. This disease is nearly as debilitating as malaria. Prevention lies in finding a way of breaking the life cycle of the schistosome. . Smallpox is still a serious health problem in many parts of the world. Smallpox can be prevented by the use of the smallpox vaccination.
	Show and discuss an appropriate film. Suggestion: "Killer at Large." Although this movie is a little old, it does illustrate the problems related	

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPP
		to world control of communicable diseases, and the needs for individual immunization and international cooperation. Discuss the epidemiological approach to preventing a world epidemic. Why is this such a threat when many people have been vaccinated?	
2. Nutritional problems	With the increase in population, the nutritional needs of the world have become overwhelming.	Use materials obtained from the World Health Organization relative to food and nutrition: . List several foods that are rich in protein content but scarce in some parts of the world.	There a childre Seventy develop 600 mil suffer lack of conditi aspect
a. Malnutrition	Malnutrition generally results in some type of nutritional deficiency disease. This is most serious in the unborn child and in early infancy.	. Identify, on a world map, the geographic areas that have a high incidence of kwashiorkor. (See Section I, C, 1 of this strand.) . How might this problem be solved in these nations? . What other kinds of nutritional problems exist? How are we solving them?	Undernu emaciat down in child. compoun Malnutr child's duces a illness Kwashio referre old bab comes."

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With the increase in population, the nutritional needs of the world have become overwhelming.	Use materials obtained from the World Health Organization relative to food and nutrition: . List several foods that are rich in protein content but scarce in some parts of the world.	There are over one billion children in the world today. Seventy-five percent live in developing nations. More than 600 million of these children suffer from hunger, disease, lack of education, or all three conditions. Hunger is only one aspect of the child's plight.
n Malnutrition generally results in some type of nutritional deficiency disease. This is most serious in the unborn child and in early infancy.	. Identify, on a world map, the geographic areas that have a high incidence of kwashiorkor. (See Section I, C, 1 of this strand.) . How might this problem be solved in these nations? . What other kinds of nutritional problems exist? How are we solving them?	Undernutrition leads to emaciation and general breakdown in the health of the child. This is most frequently compounded by malnutrition. Malnutrition retards the child's growth and often produces anemia and other serious illnesses such as kwashiorkor. Kwashiorkor is sometimes referred to as "the disease the old baby gets when the new baby comes."

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUP
	In Africa and many parts of Asia there are great shortages of animal protein food.	. What can junior high school students in America do to help youth of other nations overcome their food shortage problems? (For example, the exchange of ideas on foods with students in other countries.)	Kwashi tein d world most p of the foods are pu protei age.
		See Strand I, Nutrition.	to be ciency The mo and ot diseas ever, treatm
		Make a bulletin board display of some of these nutritional problems.	
		. What materials are available through UNICEF?	As wit at the ciency health factor known
		. What is UNICEF doing to help solve the nutrition problem?	kwashi adequa foods
		. Obtain materials and news items on the nutritional problems in Biafra. Compare with the poverty areas in the United States.	commun cially be taug
		. Obtain back numbers of magazines. Cut out pictures and articles related to nutritional problems. Add these to your display. Are they still up-to-date? Why?	. the requ chil . nutri . how of f prot

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
In Africa and many parts of Asia there are great shortages of animal protein food.	. What can junior high school students in America do to help youth of other nations overcome their food shortage problems? (For example, the exchange of ideas on foods with students in other countries.) See Strand I, Nutrition. Make a bulletin board display of some of these nutritional problems. . What materials are available through UNICEF? . What is UNICEF doing to help solve the nutrition problem? . Obtain materials and news items on the nutritional problems in Biafra. Compare with the poverty areas in the United States. . Obtain back numbers of magazines. Cut out pictures and articles related to nutritional problems. Add these to your display. Are they still up-to-date? Why?	Kwashiorkor is the chief protein deficiency disease in the world today. This disease is most prevalent in those parts of the world where protein foods are scarce and children are put on a high starch, low protein diet at a very young age. Kwashiorkor is considered to be due to extensive deficiency of first class proteins. The mortality rate from this and other protein deficiency diseases is very high. However, satisfactory methods of treatment have been developed. As with any other program aimed at the correction of a deficiency in a given country, health education is a major factor in the application of the known method of treatment for kwashiorkor. First an adequate supply of high protein foods must be provided in those communities. Parents, especially expectant mothers, must be taught: . the necessary nutritional requirements for infants and children . nutritional values of foods . how to make use of a variety of foods to increase the protein value

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLE
			Efforts a milk popu other for diets, su beans.
b. Under-nourishment	Undernourishment is primarily the result of poverty and a lack of sufficient quantities of foods.	Have the class develop a model showing the cycle of poverty. (Reference: Pan American Health Organization.) . How does this cycle affect people--productivity, population, economy, human motivation, and creativity? . What effect does this have on controlling disease in the world? (Refer to Section I of this topic.) . How can this cycle be stopped? Refer to World Health Magazine, April 1969.	One-half world goe Undernour people do work. The physical from prol The vicio malnutrit productiv factors i countries Latin Ame their nat
	In many parts of the world the people are both undernourished and malnourished.	Students may select articles from newspapers and magazines that deal with hunger and poverty in this country. In some schools, students may attempt to have their families feed themselves on the allotment of money	The World is cooper the Food Organizat Nations t mentary f acceptabl mother's deficient

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		Efforts are being made to make milk popular and to introduce other forms of protein in diets, such as yeast and soybeans.
Undernourishment is primarily the result of poverty and a lack of sufficient quantities of foods.	Have the class develop a model showing the cycle of poverty. (Reference: Pan American Health Organization.) . How does this cycle affect people--productivity, population, economy, human motivation, and creativity? . What effect does this have on controlling disease in the world? (Refer to Section I of this topic.) . How can this cycle be stopped? Refer to World Health Magazine, April 1969.	One-half the people in the world goes to bed hungry. Undernourished or ill-fed people do not do a full day's work. There mental and physical capacities may suffer from prolonged malnutrition. The vicious cycle of poverty, malnutrition, disease, and low productivity, is one of the factors in preventing many countries of Asia, Africa, and Latin America from developing their natural resources.
In many parts of the world the people are both undernourished and malnourished.	Students may select articles from newspapers and magazines that deal with hunger and poverty in this country. In some schools, students may attempt to have their families feed themselves on the allotment of money	The World Health Organization is cooperating with UNICEF and the Food and Agriculture Organization of the United Nations to develop supplementary foods which will be acceptable substitutes for mother's milk and protein deficient foods. The remedy

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	S
		poverty stricken people have for food. Reports to the class might add to the understanding of the problem.	is b deve the whic
		Have students research the major nutritional problems found on each continent. Plot in different colors on a large graph the incidence of each of these problems for each continent. . What variations are found? . What accounts for any variations? . What are the major activities to help eliminate these variations?	
		Add this to other class projects for display, review, and depth discussions.	
3. Mental health	Societal complexities contribute to mental health problems. The mental health problems in the world vary from emotional disturbances and drug abuse to nearly total inability to function.	Gather information from the World Health Organization regarding the nature and frequency of mental health problems in various parts of the world, and the programs used to help solve them. Refer to the World Health magazine, July-August 1969.	Chang funct to in emoti illne expec as a . det . mig . unc

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
	poverty stricken people have for food. Reports to the class might add to the understanding of the problem. Have students research the major nutritional problems found on each continent. Plot in different colors on a large graph the incidence of each of these problems for each continent. . What variations are found? . What accounts for any variations? . What are the major activities to help eliminate these variations? Add this to other class projects for display, review, and depth discussions.	is being sought through the development of fisheries and the use of vegetable proteins which are less expensive.
Societal complexities contribute to mental health problems. The mental health problems in the world vary from emotional disturbances and drug abuse to nearly total inability to function.	Gather information from the World Health Organization regarding the nature and frequency of mental health problems in various parts of the world, and the programs used to help solve them. Refer to the World Health magazine, July-August 1969.	Changes in the structure and function of a society may lead to increased mental and emotional disorders. Many illnesses, for example, may be expected to increase in Africa as a result of: . detribalization . migration to cities . unemployment

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPL
	There is a critical need for mental health programs throughout the world.	Have the class apply mental health principles of Strand III to mental health problems of the world. . Why are mental health problems more prevalent in some areas than others? . What is the relationship between the numbers and kinds of mental health problems to services available?	. overcr . excess alcoho
		Have some students research the traditional methods of dealing with mental illness in some underdeveloped countries.	In some (Nigeria traditio sick hav in hospi sought t of retai in the c using mo methods. The Worl Health h volumes health a national should b publicat informat

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
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	Have some students research the traditional methods of dealing with mental illness in some underdeveloped countries.	In some parts of the world (Nigeria, for example) where, traditionally, the mentally sick have not been segregated in hospitals, ways are being sought to combine the benefits of retaining the mentally ill in the community with those of using modern therapeutic methods. The World Federation for Mental Health has published three volumes dealing with mental health as part of an international study. References should be made to these publications for further teacher information.

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SU
	The World Health Organization has begun research into methods of alleviating the critical shortage of trained personnel.	Have the class list possible ways to alleviate the world's shortage of mental health services and personnel. Discuss: . What causes these shortages? . How are some countries trying to solve this problem? . How does this shortage in other parts of the world compare with the mental health facilities and services in the U.S.? Invite the chairman of your county mental health board or the director of mental health services to discuss available services. Discuss: . Would the same kind of program be effective in other parts of the world? Why or why not? . What are our greatest needs? What are the needs of other nations?	The W is st recen ment pilot study ent c Commi prese treat menta See S menta This cusse Stran Low p to me devel recen sever order incid as in natio reaso facil progr train

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
The World Health Organization has begun research into methods of alleviating the critical shortage of trained personnel.	Have the class list possible ways to alleviate the world's shortage of mental health services and personnel. Discuss: . What causes these shortages? . How are some countries trying to solve this problem? . How does this shortage in other parts of the world compare with the mental health facilities and services in the U.S.?	The World Health Organization is studying the application of recent advances in the treatment of mental illness. A pilot project is underway to study schizophrenia in different cultural settings. Committees are evaluating present knowledge of the cause, treatment, and prevention of mental and emotional disorders. See Strand III for basic mental health information. This area may be best discussed in conjunction with Strand III.
	Invite the chairman of your county mental health board or the director of mental health services to discuss available services. Discuss: . Would the same kind of program be effective in other parts of the world? Why or why not? . What are our greatest needs? What are the needs of other nations?	Low priority is usually given to mental health services in developing nations even though recent research indicates that severely disabling mental disorders may have the same high incidence in these countries as in highly industrialized nations. One of the major reasons for the lack of proper facilities, and prevention programs is the shortage of trained personnel.

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEN
			Two possib meeting me needs are 1. prepara basic k that th mental with th 2. promoti trainin part o curricu The role sizing the mental hea training teachers mention. world's ch educated ing. Tea personnel able to a health st generatio
II. International Programs and Agencies	International health agencies have the primary purpose of: . providing modern scientific technology . bringing this technology to bear on world health problems	Have the class engage in a project which will: . reflect the kinds of world health problems which exist . reflect the kinds and successes of programs presently underway	Since the century a to establ health or Thousands projects, last few States te

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		Two possible solutions to meeting mental health personnel needs are: 1. preparation of staff in basic health services so that they can carry out mental health tasks along with their other duties 2. promotion of psychiatric training as an integral part of the medical curriculum The role of UNESCO in emphasizing the need to include mental health aspects in the training and practice of teachers deserves special mention. The proportion of the world's children being educated is constantly increasing. Teachers and other school personnel will be increasingly able to affect the mental health status of future generations.
International health agencies have the primary purpose of: . providing modern scientific technology . bringing this technology to bear on world health problems	Have the class engage in a project which will: . reflect the kinds of world health problems which exist . reflect the kinds and successes of programs presently underway	Since the middle of the 19th century attempts have been made to establish an international health organization. Thousands of cooperative health projects, many initiated in the last few years with United States technical assistance,

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SU
	. concentrating emphasis in those areas where the greatest need exists	This may be in the form of a mock WHO meeting to discuss the problems that make use of multimedia techniques to illustrate or demonstrate the existing programs. Have the class describe a "perfectly healthy world" indicating what makes it "perfect."	have These longe produ has r stand sequ healt
A. International Office of Public Health	The International Office of Public Health was primarily concerned with quarantinable diseases.	Assign students to select one of the international health organizations and gather information about it. Place this information in the student resource center for use by students working on other projects.	The I Publi gradu of ac stand contr the e to st healt
B. Pan American Health Organization	The Pan American Sanitary Bureau was established in conjunction with the building of the Panama Canal to learn the cause of yellow fever and to control the epidemics. Then it initiated a program to eradicate the yellow fever mosquito. The Bureau is now known as the Pan American Health Organization.	Some students may write to the regional office to gather more information about the highlights of this organization.	The Pa Bureau D.C. i in sc Office its a to th Like t of Pub Americ organi as an keep p inform epiden is now the Am Health

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
. concentrating emphasis in those areas where the greatest need exists	This may be in the form of a mock WHO meeting to discuss the problems that make use of multimedia techniques to illustrate or demonstrate the existing programs. Have the class describe a "perfectly healthy world" indicating what makes it "perfect."	have helped millions of people. These have resulted in both longer life and increased productivity. In turn, this has resulted in improved standards of living and subsequent improved general health status.
The International Office of Public Health was primarily concerned with quarantinable diseases.	Assign students to select one of the international health organizations and gather information about it. Place this information in the student resource center for use by students working on other projects.	The International Office of Public Health, based in Paris, gradually broadened its scope of activity to include the standardization of serums, the control of drug traffic, and the establishment of committees to study a wide range of public health problems.
The Pan American Sanitary Bureau was established in conjunction with the building of the Panama Canal to learn the cause of yellow fever and to control the epidemics. Then it initiated a program to eradicate the yellow fever mosquito. The Bureau is now known as the Pan American Health Organization.	Some students may write to the regional office to gather more information about the highlights of this organization.	The Pan American Sanitary Bureau, created in Washington, D.C. in 1902, was more limited in scope than the International Office of Public Health in that its activities were confined to the Western Hemisphere. Like the International Office of Public Health, the Pan American Sanitary Bureau was organized primarily to serve as an information center to keep participating nations informed of outbreaks of epidemic diseases. This bureau is now the Regional Office for the Americas of the World Health Organization.

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPP
C. Health Organization of the League of Nations	This organization was the first to provide effective means for solving world health problems.	Write to the WHO headquarters and ask for a copy of the annual reports from each of the regions. Compare the programs being carried on with those the class determined. Obtain films of the work of the WHO. Discuss what is shown in relation to what has been learned from other sources.	The Hea League lished in 1923 body ex War II. investi applica activit and con additio same fu nationa Health, tion of conside malaria the tea major l Organiz Nations financi
D. The United Nations Educational, Scientific and Cultural Organization (UNESCO)	UNESCO is concerned with general questions of international relations in the fields of education, science, and culture.	Have students write to the UNESCO (headquarters are located at 9 Place de Fontenoy, Paris viie, France) asking for particulars about the scope of this organization.	
E. World Health Organization	The World Health Organization has three fundamental purposes: 1. To work for world peace through improving world health status	A trip to the United Nations may be planned. A part of the program should include discussions with WHO representatives to the General Assembly.	The Wor establi Nations vides: . assis impro servi

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
This organization was the first to provide effective means for solving world health problems.	Write to the WHO headquarters and ask for a copy of the annual reports from each of the regions. Compare the programs being carried on with those the class determined. Obtain films of the work of the WHO. Discuss what is shown in relation to what has been learned from other sources.	The Health Organization of the League of Nations was established in Geneva, Switzerland, in 1923. This international body existed until World War II. Its function was to investigate and seek popular application of international activities in the prevention and control of disease. In addition to carrying on the same functions as the International Office of Public Health, the Health Organization of the League of Nations considered subjects such as malaria, cancer, housing, and the teaching of medicine. The major limitation on the Health Organization of the League of Nations was its inadequate financial resources.
UNESCO is concerned with general questions of international relations in the fields of education, science, and culture.	Have students write to the UNESCO (headquarters are located at 9 Place de Fontenoy, Paris viie, France) asking for particulars about the scope of this organization.	
The World Health Organization has three fundamental purposes: 1. To work for world peace through improving world health status	A trip to the United Nations may be planned. A part of the program should include discussions with WHO representatives to the General Assembly.	The World Health Organization, established under the United Nations Charter in 1948, provides: . assistance to countries for improving their health services and health education.

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPP
	2. To act as advisor to the United Nations on world health problems 3. To provide nations with health information and assistance Some of the major programs of WHO include: . malaria eradication . smallpox eradication . cholera control . diseases related to impure water The headquarters for the World Health Assembly is in Geneva, Switzerland.	On a world map pinpoint the six regional offices of the WHO. Find out which nations are members of each office. Show this information on the map. . Note their locations. Are they logical and convenient? . What is the purpose of these offices? Why are they necessary? . Where is the main office located? Elicit the students' feelings about the need for the United States to pay for a major part of the operations of the WHO. Have them explain why we should or should not continue to do so.	. means disea . coord resea . excha tion . world break . progr eradi . propo water drugs other Over 13 of WHO. for a m member Its fun been to ent nat to heal

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
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MULTIMEDIA RESOURCES
Grades 7, 8, 9

STRAND IV
ENVIRONMENTAL AND COMMUNITY HEALTH
WORLD HEALTH

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The children. Indiana University, Audiovisual Center. 11 minutes. black & white. Shows by UNICEF in alleviating suffering of children in Indonesia, Thailand, Afghanistan, and I underdeveloped countries.

Eternal fight. Indiana University, Audiovisual Center. 22 minutes. black & white. The w Nations World Health Organization (WHO) to fight disease on a global scale is shown.

False friends. Pan American Sanitary Bureau, Washington, D.C. 10 minutes. color. Film t how Ahmed, a skilled mechanic and family man, almost ruined his career and life by being friend to try opium. He loses interest in his wife, family, and work. He eventually is is finally cured of his dependence on drugs.

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Physician to the world. Care, Inc. 11 minutes.

Rural nurse. Indiana University, Audiovisual Center. 19 minutes. black & white. De first rural health program centered in Salvador. Suggests many other parts of the w by a similar rural health program.

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Somewhere in India. Indiana University, Audiovisual Center. 14 minutes. black & whi UNICEF and the Indian Government control malaria, take blood tests, etc.

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World of plenty. British Information Service. 45 minutes.

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Public Health Papers - personal ideas, observations and suggestions on health questi

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